

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 321
Authors:	Senator Richard Alarcon
Sponsor:	United Teachers of Los Angeles
Subject of Bill:	Requires School Districts to Provide a 30-day Training Program for Teachers Hired on an Emergency Credential.
Date Introduced:	February 20, 2001
Last Amended:	
Status in Leg. Process:	Referred to the Senate Education Committee. May be Acted On, On or After March 23, 2001
Current CTC Position:	None
Recommended Position:	Seek Amendments
Date of Analysis:	March 21, 2001
Analyst:	Leyne Milstein

Summary of Current Law

Existing law authorizes the Commission on Teacher Credentialing (Commission) to issue or renew emergency teaching or specialist permits if the applicant possesses a baccalaureate degree conferred by a regionally accredited institution of higher education, has fulfilled the subject matter requirements, and passes the state basic skills proficiency test and the commission approves the justification for the emergency permit submitted by the school district in which the applicant is to be employed and the employing agency submits a Declaration of Need for Fully Qualified Educators to the Commission.

Existing law also requires holders of an emergency permit to attend an orientation to the curriculum and to techniques of instruction and classroom management, to teach only with the assistance and guidance of a teacher with 3 years of full-time teaching experience, and to participate in ongoing training,

coursework, or seminars designed to prepare the individual to become a fully credentialed teacher or other educator in the subject area or areas in which he or she is assigned to teach or serve.

Summary of Current Activity by the Commission

The Commission is responsible for issuing and renewing emergency teaching permits and for the administration of the Pre-Internship Teaching Program (Pre-Intern Program) established by AB 351 (Scott, Chapter 94/1997).

Analysis of Bill Provisions

This measure would authorize school districts to develop a 30-day training program for teachers hired on an emergency basis. The bill requires that the training be completed prior to the commencement of classroom teaching and that a teacher participating in the training must spend half of the training period observing experienced fully credentialed teachers in a classroom of the same grade level as the teacher being trained.

The bill would appropriate an unspecified amount from the General Fund to the State Department of Education for allocation to school districts for purposes of implementing this program. The funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

1. **The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
3. **The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
6. **The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**

Analysis of Fiscal Impact of Bill

This measure does not impact the Commission's budget.

Organizational Positions on the Bill

SB 321 is sponsored by the United Teachers of Los Angeles.

Comments:

This measure is similar to SB 2073 introduced by Senator Alarcon in February 2000. While conceptually this is a sound idea, funds are already available in the Commission's Pre-Intern Program that could be utilized to increase the number of individuals participating in or transferring to (from and emergency credential) an existing Commission alternative certification program such as the Pre-Intern Program. Districts that establish Pre-Intern Programs receive \$2,000 per pre-intern to provide program services. These funds, combined with funding and resources districts currently spend to provide support and guidance to emergency teachers will allow for the establishment of a high quality program.

Pre-intern retention rates in the first two year of the program have been approximately 90%. When this rate is compared with the 60% retention rate for emergency permit teachers, it provides a clear indication that the Pre-Intern Program provides valuable support for the teachers it serves and saves participating districts substantial resources otherwise lost through the attrition of emergency permit teachers. It is also important to note that, while the option to employ teachers on long-term emergency permits currently exists, the Commission intends to either substantially reduce or eliminate entirely the issuance of long-term emergency permits in California over the next few years.

Of further concern is, if individuals are hired on an "emergency" basis, the delay of 30 days to get them into the classroom may not be responsive to a district's need. This situation is similar to when fingerprinting was first required for employment in the public schools. Initially, until Live Scan was implemented shortening the waiting period to three days, there were significant problems with staffing at the district level while waiting for the fingerprint clearance to be completed.

Further, often emergency permit teachers are hired in the middle of the school year. This raises the question of who will staff the training for the new emergency permit holders? District staff? School staff? Likely, neither the districts nor the individual schools currently have the resources to provide this training on ad-hoc basis.

There is also an issue of accountability that is not addressed in this measure. This proposal is silent with regard to who will have the authority to determine whether the components of the training program are acceptable. There is no review requirement, by Dept of Education or the Commission to evaluate the adequacy of the training program prior to funding and no reporting or audit requirements to determine the effectiveness of the on-going program. All

districts have to do is show the need to get the money without any follow up to determine whether the programs actually provide a benefit. Further, there is no audit requirement to assure the funds provided pursuant to this measure are actually spent on the training program. Approval of funds should be based not only on demonstrated need, but a proposed curriculum for the 15 hours that the trainee is not observing the credentialed teacher to ensure that both the teacher's time and the State's money are well spent.

Pursuant to the bill, the funds provided would be counted against a district's Proposition 98 minimum funding guarantee. As such, this measure would mandate districts to spend their funds on this training instead of other district priorities.

Suggested Amendments

Current law provides for the Pre-Intern Program, a structured program for persons who wish to become fully credentialed teachers through an alternative path, and designed to replace the use of emergency permits. The Pre-Intern Program supports teachers who have not met all certification requirements by providing the following:

1. basic training in curriculum planning, classroom management and instruction in a format specifically designed for teachers who have not completed formal teacher preparation;
2. assessment and support services to assist these teachers in meeting the subject matter competence requirement and a prerequisite for participation in and internship program and a requirement for full certification; and,
3. an experienced teacher to serve as the pre-intern's coach, providing support as needed to ensure that the pre-intern is successful in the classroom. Currently the Commission issues pre-intern certificates for individuals teaching in a district that offers a pre-intern program.

Staff recommends that this measure be amended to highlight the Pre-Intern Program and reinforce the use of existing authorized programs to provide training to teachers entering the classroom who have not yet completed a teacher preparation program. Considering the limited future of long-term emergency permits, the success of the Pre-Intern Program in retaining and supporting new teachers, and the availability of state funding to establish and administer these programs locally, the Commission believes that the development of new local Pre-Intern Programs will be beneficial to both the districts and the teachers that are served.

The benefits of the suggested amendments are two-fold: first, it would ensure that individuals entering the classroom who have not completed a teacher preparation program are provided the orientation and training necessary to be successful in the classroom through an already established and effective

administrative framework of the Pre-Intern Program; and secondly, it would immediately reduce the use of emergency permits as a mechanism to provide classroom teachers.

Reason for Suggested Position

Commission staff recommends a SEEK AMENDMENTS position on this bill for the following reasons:

- Funds are currently available to provide the training proposed in this measure through the Commission's Pre-Intern Program. These funds would be fittingly used to move more candidates into existing alternative certification programs with the goal of ultimately reducing the number of emergency permit teachers.
- This proposal does not provide the appropriate level of review and oversight of the training programs prior to funding and after implementation to ensure that the programs are worthwhile as a training program as well as sound financial investment.
- This measure is too restrictive and could limit the flexibility of districts to provide staffing on an emergency basis.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 743 (previously SB 79)
Authors:	Senator Kevin Murray
Sponsor:	Senator Kevin Murray
Subject of Bill:	Emergency Permits
Status in Leg. Process:	Vetoed by the Governor
Current CTC Position:	Watch
Date of Analysis:	October 22, 2001
Analyst:	Dan Gonzales and Linda Bond

Summary of Current Law

Current law allows the Commission to issue or renew emergency teaching permits if the applicant possesses a baccalaureate degree and some units in the subject to be taught from a regionally accredited institution of higher education.

Summary of Current Activity by the Commission

Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) requires the Commission to annually report to the Legislature and Governor on the number of classroom teachers who received credentials, internships, and emergency permits in the previous fiscal year. The Commission must also make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers. Commission staff submitted the 1998-1999 report to the Commission at the January 2001 Commission meeting.

Analysis of Bill Provisions

This bill would require the Commission to:

- Develop a plan that requires a school district to address the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities as compared to schools that are not low-performing or not in low-income communities.

- Prepare the plan in consultation with a broadly representative and diverse advisory committee including representatives from the Office of the Secretary of Education, Department of Education, postsecondary institutions, schools, school districts, parents, and other interested parties. The plan must identify programs currently in place that address the disproportionate number of teachers serving on emergency permits in low-performing schools. Low-performing school is defined as those ranked below the 50th percentile on the most recent Academic Performance Index.
- Include in the plan information for those districts on how to access and utilize federal, state and local programs and address how best to establish long-term teacher recruitment and retention policies in the schools that have the greatest difficulty getting and retaining credentialed teachers.
- Prepare the plan by June 30, 2002 and distribute the plan to the appropriate legislative policy committees and the Governor no later than July 1, 2002.

This bill would appropriate \$32,000 from the General Fund to the Commission to prepare and distribute the plan.

Comments

This bill is almost identical to SB 1575 which Senator Murray introduced last year. The only difference between the bills are the two deadlines, which were extended one year. The Commission had a watch position on SB 1575.

Similar bill vetoed last year. Governor Davis vetoed SB 1575 last year. He stated in the veto message (attached) that he had included in the 2000 Budget funding for several new teacher recruitment programs to reduce the number of emergency-credentialed teachers serving in low-performing schools and provide the districts with greater flexibility to address their most urgent teacher recruitment and retention needs. Governor Davis stated that state resources are best used ensuring that this investment gained results.

Analysis of Fiscal Impact of Bill

The potential cost to the Commission would be approximately \$32,000, the amount appropriated. Costs would include travel expenses and background materials for a twelve-member panel - meeting approximately three times, printing costs for the report, and the services of an outside consultant to advise and support the panel and Commission staff.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.

3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.

7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.

Organizational Positions on the Bill

None known at this time.

Reason for Suggested Position

Commission staff recommends a watch position because this bill was vetoed last year.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill 837, Chapter 585
Author:	Senator Scott
Sponsor:	Senator Scott
Subject of Bill:	Diligent Search for Credentialed Teachers
Date Introduced:	February 23, 2001 Amended in Assembly September 5, 2001
Status in Leg. Process:	Signed by the Governor, October 5, 2001 Filed with the Secretary of State, October 7, 2001
Commission Position:	Support
Date of Analysis:	October 19, 2001
Analyst:	Marilyn Errett and Linda Bond

Summary of Current Law

Current law authorizes the Commission on Teacher Credentialing (Commission) to issue or renew emergency teaching or specialist permits in accordance with regulations adopted by the Commission. Certain conditions must be met by school districts requesting approval to submit applications for emergency permits including that the district has made a diligent search for, but is unable to recruit, a sufficient number of credentialed teachers.

Summary of Current Activity by the Commission

The Commission currently requires all school districts using emergency permit teachers to estimate the number of emergency permits needed in the upcoming school year. This estimate must be made public at the local school board meeting. The school board must approve the use of emergency permit teachers. The estimate and school board approval are sent to the Commission in an annual "Declaration of Need for Fully Qualified Educators." If a current "Declaration of

Need” is not on file with the Commission, no emergency permits will be issued for use in the school district for that year.

The Commission has encouraged school districts to apply for funds to support a district Pre-Intern Program for individuals who would otherwise serve on emergency permits. The Commission was recently awarded a federal grant to conduct a pilot program with San Diego City Unified School District and Oakland Unified School District to reduce, and potentially eliminate, the use of emergency permits. The pilot program features an aggressive campaign by participating districts of recruitment, establishment or expansion of a Pre-Intern Program, and a thorough examination of credentialing options available to move individuals off of an emergency permit.

Analysis of Bill Provisions

SB 837 specifies the documentation that a school district must provide the Commission to justify a request for an emergency permit. It requires school districts to submit annual evidence of ongoing efforts to search for qualified credentialed teachers, interns, or pre-interns if the districts are requesting emergency teaching permits such as:

- Distributing job announcements
- Contacting college and university placement centers
- Advertising in local newspapers
- Exploring the incentives included in the Teaching As A Priority Block Grant
- Participating in the state and regional recruitment centers
- Participating in job fairs in California

Analysis of Fiscal Impact of Bill

No fiscal impact.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes

legislation which would undermine initiatives or reforms which it previously has adopted.

Operational Implications

Most school districts currently conduct a thorough and diligent search for credentialed teachers. Under SB 837, districts will be asked to verify their efforts on the annual “Declaration of Need” form already in use for emergency permits.

The focus of SB 837 is recruitment. Districts will be encouraged to work with their regional recruitment center to recruit a pool of qualified teachers. SB 837 does not impact district hiring discretion. After following an organized and good faith recruitment effort, districts may continue to maintain the prerogative of hiring the most suitable individual for the position.

Why the need for SB 837? In testimony before the Legislature it was asserted that a small number of school districts are still choosing to hire emergency permit holders over credentialed teachers because they are “cheaper.”

For the majority of school districts, the verification on the “Declaration of Need” will suffice. However, for school districts unable to verify a diligent search for credentialed teachers, or for districts with a high percentage of emergency permit teachers or an increase in emergency permits, the Commission may want to provide technical assistance and advice toward achieving a well-organized and coordinated recruitment effort. A few school districts may need more serious assistance. For these districts, assistance from California’s County Office Fiscal Crisis Management and Assistance Teams (FCMAT) will be recommended per SB 1331 (Alpert, 2000).

Governor Davis' Veto Message
SB 1575

To Members of the California State Senate:

I am returning Senate Bill No. 1575 without my signature.

This bill would require the Commission on Teacher Credentialing to develop a plan by June 30, 2001 for school districts to address the disproportionate number of teachers serving on emergency permits in low performing, low income schools.

I included in the 2000 Budget funding for several new teacher recruitment programs designed to reduce the number of emergency-credentialed teachers serving in low-performing schools, including the Teacher Recruitment Incentive Program, which is funded at \$9.4 million, and the Teaching as a Priority Block Grant Program, which is funded at \$118.7 million.

With this unprecedented public investment in teacher recruitment, there is greater flexibility at the district level to address the most urgent teacher recruitment and retention needs. I believe that state resources are best used ensuring that this investment gains results.

Sincerely,

GRAY DAVIS

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 75
Authors:	Assembly Member Steinberg
Sponsor:	Governor Davis
Subject of Bill:	Principal Training Program
Status in Leg. Process:	Signed by Governor Chapter 697, Statutes of 2001
Current CTC Position:	Support
Date of Analysis:	October 22, 2001
Analyst:	Leyne Milstein and Linda Bond

Summary of Current Law

No one may be employed as principal of a school of six or more certificated employees unless he or she holds a valid school administration credential based upon a teaching credential or a services credential with a specialization in pupil personnel, health, clinical, rehabilitative, or librarian services.

Currently, the Commission issues the Administrative Services Credential in two phases. The Preliminary Credential, the first phase, is a one-time, nonrenewable credential and is valid for five years. It requires a valid teaching credential, passage of the California Basic Educational Skills Test (CBEST) and three years of full-time work as a teacher in a public or private school. The Professional Clear Credential, the second phase, is renewable, valid for five years and requires a Preliminary Credential, two years in a full-time administrative position and completion of an individualized program at a California college or university with a Commission-approved program.

Summary of Current Activity by the Commission

Commission staff were directed to hold five forums on the nature and structure of the Administrative Credential between December 2000 and February 2001. The sessions were organized to provide participants the opportunity to discuss the structure of the Preliminary and Professional Administrative Services Credentials: the content of professional preparation programs, induction and support for new administrators,

alternative program options and recruitment and retention of site and district office administrators.

Several common themes were observed:

- Beginning administrators need support, mentoring, and assistance.
- School districts should be allowed to “grow their own” administrators.
- The complexity and demands of an administrative job and the level of compensation are a disincentive for individuals to seek administrative positions.
- Better collaboration is needed between institutions of higher education and school districts in preparing administrators.
- The field experience component of existing preparation programs is inadequate. This component does not provide candidates with a realistic picture of an administrator’s responsibilities, because candidates typically are unable to obtain release time for this purpose.
- Theory and practice in administrator preparation should be better integrated.
- School districts need to do a better job of professional development for administrators.

Analysis of Bill Provisions

This measure establishes the Principal Training Program, to provide school-site principals and vice-principals with instruction and training. The measure specifies that training areas shall include, but are not limited to: school finance, personnel management, core academic standards, pupil assessment, instructional technology, and curriculum frameworks, instructional materials aligned to the state academic standards, the extension of the knowledge, skills and abilities acquired in the preliminary administrative preparation program and areas that may be considered to improve pupil learning and achievement.

Specifically, this measure provides for the following:

- Allows any local education agency (LEA), individually or in partnership with one or more institutions of higher education or other education entities to submit a program proposal to the State Board of Education (SBE) for funding. The proposal must include an expenditure plan, specify how the proposed training addresses the training areas identified above, and how the local education agency will continue administrator professional development.
- Training programs designed for this purpose must offer a minimum of 80 hours of instruction and training. At the local level, training can be tailored to meet the needs of individual administrators. The program must also include an additional 80 hours of continuing support and professional development that may be completed over the two years after the training starts.

- Requires the SBE, in consultation with the Commission, to develop criteria for the approval of state-qualified training providers.
- Requires LEAs to use a state-qualified provider to offer training that has been approved by the SBE.
- Authorizes the Commission to approve a program developed pursuant to this measure as meeting a portion or all of the requirements to fulfill the standards for a professional clear administrative services credential.
- Provides state funding up to \$3,000 per school-site administrator; LEAs must contribute \$1,000 in matching funds. (Matching funds for the local contribution for principal training have been secured through a grant from a charitable foundation.)
- Funding is intended to serve one-third of the principals and vice-principals in each year of a three-year program and is awarded on a first-come-first-served priority. States it is the Legislature's intent that LEAs give the highest priority to training administrators assigned to and practicing in low-performing or hard-to-staff schools. If all of the statewide funding is not expended in any fiscal year it may be redistributed on a pro-rata basis to LEAs that have served more than one-third of their schoolsite administrators in that fiscal year.
- Requires the State Department of Education to develop, and the SBE to review and approve, an interim report on the status of the program by July 1, 2004. The report must include: a comparison of the school's Academic Performance Index scores the year before the administrator was trained and the year after the administrator completed the training; the number of principals and vice principals who received training; and the entities that received funding and the number of participants trained by each entity.
- Requires the State Department of Education to develop, and the SBE to review and approve, a final report on the status of the program by June 30, 2005. The final report must include all of the elements of the interim report as well as information detailing the retention rate of principals and vice principals who participated in this training.
- Becomes inoperative on July 1, 2006 and sunsets on January 1, 2007.

Analysis of Fiscal Impact of Bill

The 2001-02 Budget Act included \$15 million for this initiative. The number of local programs that may seek Commission approval as an alternative route to certification is unknown.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**

- 7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.**

Comments

As California places more emphasis on academic standards and student performance, the need for dynamic leaders prepared in administration and curriculum leadership grows. AB 75 will provide needed funding for administrator training, mentoring, support and assistance and provide an opportunity to develop an alternative certification route for candidates to fulfill the requirements for a Professional Clear Administrative Services Credential.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 961
Authors:	Assemblymember Steinberg and Senator Vasconcellos, et al.
Subject of Bill:	Additional Assistance to Low-Performing Schools
Status in Leg. Process:	Signed by Governor Chapter 749, Statutes of 2001
CTC Position:	None
Date of Analysis:	October 22, 2001
Analyst:	Leyne Milstein

Summary of Current Law

Current law provides for the Public Schools Accountability Act (PSAA), which applies to all public schools in the state, including charter schools. The PSAA includes the Academic Performance Index (API), an Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's High Achieving/Improving Schools Program (HA/ISP). These programs are administered by the California Department of Education (CDE).

Summary of Current Activity by the Commission

The Commission is responsible for issuing and renewing emergency teaching permits and for the administration of the alternative teacher preparation programs including the Para-Professional, Pre-Internship Teaching Program (Pre-Intern Program), and Intern Program.

Analysis of Bill Provisions

The 2001-02 Budget contains \$200 million to provide an intensive improvement program in schools in the bottom deciles of the Academic Performance Index (API). This bill implements the new High Priority Grant Program for Low-Performing Schools (HPGP), providing funding to schools in the bottom five deciles in the API, with priority for funding given to those schools in deciles 1 and 2. There are approximately 1,335 schools that rank in deciles 1 and 2 (948 elementary schools, 164 secondary schools) representing approximately 1.4 million children. The \$200 million will provide funding of \$200 per pupil. In order to be eligible for funding under the High Priority Grant Program for Low-

Performing Schools, AB 961 requires schools to participate in the Immediate Intervention/Underperforming Schools Program. In concert with the \$200 per pupil provided by the Immediate Intervention/Underperforming Schools Program, participation in the High Priority Grant Program for Low-Performing Schools will provide \$400 additional dollars per pupil.

The core of the High Priority Grant Program for Low-Performing Schools program is the preparation of an action plan by each participating school. The measure specifies the following:

Development of the School Level Action Plan

- District and school site must develop the plan jointly with broad-based representation including parents.
- District must sign off on the plan after consultation with teachers.
- Annual public reporting and a hearing at the district board meeting of progress made toward improving the API ranking and annual benchmarks as delineated in the action plan.

Elements to be Considered in the School Level Action Plan

- Pupil literacy and achievement
- Quality of staff (teachers/administrators/site personnel)
- Parental involvement
- Facilities, curriculum, instructional materials and support services
- English Language Learners (must be addressed throughout the plan)
- Quantifiable benchmarks (i.e. credentialed teachers vs. non-credentialed teachers, textbooks and instructional materials aligned to the state content standards, experienced administrators versus novice administrators.

In efforts to support the planning process, the measure provides \$50,000 planning grants to school districts, on behalf of eligible schools, for technical assistance in the development of the school action plan.

School Districts are required to submit an annual report to the Superintendent of Public Instruction (SPI) that includes the following:

- The academic improvement of pupils within the participating school as measured by the Standardized Testing and Reporting Program and the English Language Development Test;
- The improvement of the distribution of teachers holding a valid California teaching credential across the district;
- The availability of instructional materials in core content areas that are aligned with the academic content and performance standards, including textbooks, for each pupil, including English language learners;
- The number of parents and guardians presently involved at each participating school-site as compared to the number participating at the beginning of the program;
- The number of pupils attending after school, tutoring, or homework assistance programs; and,
- For participating secondary schools, the number of pupils who are enrolled in and successfully completing advanced placement courses as specified.

Among other things, the measure also requires a school to certify that the eligible teachers and administrators assigned to a participating school participate in specified in the California Professional Development Institutes (AB 466, Chapter 737, Statutes of 2001) and the new Principal Training Program (AB 75, Chapter 697, Statutes of 2001) as a condition of receiving funds for this program.

Schools participating in the program that do not meet annual growth targets after the first two years of participation are subject to review by the State Board of Education. Schools that meet growth targets after three years in the program may be provided additional funding. Schools that have not met their growth targets or do not show improvement after the first three years are required to continue participating in the program and may be subject to the following sanctions:

- SPI assuming all legal rights, duties and powers of the local governing board with respect to the school.
- Reassignment of the school principal.
- Revise attendance options for pupils.
- Allow parents to apply to the SBE to establish a charter school.
- Assign the management of the school to another, such as a college or university, the county office of education, or other appropriate entity.
- Reassign other certificated employees of the school.
- Renegotiate a new collective bargaining agreement at the termination of the existing agreement.
- Reorganize the school.
- Close the school.
- Take any action considered appropriate, such as appointment of a new superintendent and suspension of the authority of the school board.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

- 3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

Analysis of Fiscal Impact of Bill

This measure does not impact the Commission's budget.